

Faculty of Education

Lesson Plan Template

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| **Subject / Course:** English Language Arts | **TC Name:** Heather Owen | |
| **Grade Level:** 8 | **Date:** October 19, 2010 | |
| **Topic:** Novel Study Summary (Chapters 13-16) | **Length of Class:** 40-45 min. | |
| **AT Name:** Sandra Seeney | **Room # / Location:** 211 | |
| **1. Curriculum Expectation(s) and Goal(s) for the Lesson** | |  |
| 1. **Expectations**: (Curriculum Documents: English, 2006)  |  | | --- | | * 1. Read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary tests, graphic texts, and informational texts (pg. 141)   2. Identify and order main ideas and supporting details and group then into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies (pg. 141) | | | |
| 1. **Goal(s) for the lesson:**  |  | | --- | | * Review vocabulary and correct any mistakes * Develop a topic sentence to start their summary * List main events from novel (Chapters 13-16) * Organize events in chronological order | | | |
| **2. Preassessment and Accommodations/Modifications** | | |
| |  |  | | --- | --- | | **Preassessment:** | **Accommodation/Modification:** | | **Academic Needs:**  -students may finish early  -students may not understand what is expected  -students with assistive technology | * Students that finish early will be asked to work on one of their ongoing projects * for summary writing teacher will circulate * if students have any questions, the teacher will explain the lesson * students with assistive technology won’t need their laptops when taking up vocabulary, but may use them for writing their summaries | | **Behavioural/Social/Emotional Needs:**  -distracted students  -students not participating | * students will be encouraged to work independently throughout the lesson * Vocabulary – will use the board to engage students if they aren’t participating | | **Physical Needs:**  -peanut allergy  -mobility issue | * there should be no need for modification for either of these students * for the student with the mobility issue, there is a pathway in the desks | | **Diversity Needs:**  -boys and girls  -different learning types | * Visual and oral learning types are incorporated in this lesson. | | | |

**3. Learning**

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| This activity will be both group, and individual work.   * “Think About It” will be placed on the board before the students come into class, instructing them to write this activity in their Language Arts notebook, and to answer it * Students will be asked to take out their vocabulary and a different coloured pen * Vocabulary will be taken up. Examples of “like when” will be taken * Class will “Think-Pair-Share” on a topic sentence * The class will come up with a couple topic sentences for the students to choose from * Teacher will get students to write a couple of these on the board * Students will be given the remainder of the time to work on their summary independently |

**4. The Overview (Agenda) for your lesson:**

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| -Think about it  -Reviewing Vocabulary  -Developing a topic sentence  -Writing your summary |

**5. Resources and Materials for your class**

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| -chalk/ blackboard  -vocabulary sheet (with answers and examples) |

**6. Content, Teaching Strategies, for Lesson**

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| ***Time*** | ***Teaching or***  ***Assessment Strategy*** | ***Detailed Description*** |
|  | *Think About It*  *(5 min)* | **Beginning of class**  What begins with T, ends with T, and has T in it?  -teapot  *http://www.c-english.com/files/scans/06myc\_echallenge\_sgreig.pdf* |
|  | *Instruction*  *(10 min Vocabulary)* | Doubtful: unsure of something  Like when Mrs. Mason if she should send the kids to the library  Rhythmic: a repeated pattern of movement or sound  Like when Carlie pushed Harvey in his wheelchair  Mugged: to be robbed or attacked (most often in public)  Like when Carlie went home to her third stepfather, he mugged her  -the streets are safer than her home  Criticized: judgement + giving an opinion  Like when Harvey’s mom sat on a stool at the farm, and everyone told her  what they liked, or didn’t like about her  Carlie criticizes throughout the book (insults)  Impatiently: can no longer be waiting (in a hurry)  Like when Carlie was waiting impatiently for Harvey to get a book from the  Library  Harvey’s dad was impatient with Harvey in the restaurant  Fidget: constantly moving that indicates boredom or impatience  Like when Harvey was so nervous about seeing his father, he couldn’t even  fidget  Creep: to move silently; a weird scary person  Like when Carlie creeped up to Harvey and his dad after his dad asked if  Harvey wanted to go out for dinner  Carlie called Harvey’s dad a creep  Clenched: to grab something tightly  Like when Harvey was going to see his dad, he clenched his teeth  Wicker: A material made from bamboo, usually made into chairs  Like when Harvey’s dad sat in the wicker rocking chair when he first saw  Harvey  Abruptly: to suddenly do something  Like when Harvey’s dad stood up really fast when he decided to take Harvey  out for dinner  Awkward: weird or not normal  Like when Harvey and Harvey’s dad went out for dinner  Tragedy: An event that is sad or disappointing  Like when Jefferson Benson passed away. That was a tragedy for Thomas J |
|  | *Application*  *(10 min developing a topic sentence)* | Examples:  Harvey and Carlie decide to go to the library  Carlie and Harvey go to the library to look for books, and the article with Harvey’s mom  \*\*Harvey talks Carlie into pushing him in his wheelchair to the local library where he looks through old New York Times magazines for a picture and article he had seen before of his mother and people at the commune.\*\* (synopsis) |
|  | *Consolidation*  *(Summary Writing 10-15 min)* | *Students will begin the rough copy of their summary paragraph.*  Things to remind students:  -needs introduction (which we gave examples of)  -2 points (approximately) for each paragraph  -some might need more, some might need less  -write down all the MAIN events  -organize in chronological order |

**7. Reflections: To be completed after you have taught the lesson.** (In this section, you will assess the effectiveness/ineffectiveness of your lesson and of your teaching.

**a) Effectiveness of your lesson***.*

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| **What was effective/ineffective about your lesson** | **How do you know?** | **What steps will you take to improve?** |
| *E: students participation* | *Everyone was answering questions and writing down notes* | *Learn the students names, and personalities so that I can call on the students to answer* |
| *I: timing* | *There wasn’t enough time to allow students to work on summary* | *Learn to take better watch of the time so I can work towards more student individual work time* |
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**b) Effectiveness as a Teacher:**

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| **What was effective/ ineffective about you as a teacher?** | **How do you know?** | **What steps will you take to improve?** |
| *I: management strategies* | *My AT had to intervene during my lesson to quiet the students* | *I will try a couple techniques next class and see what works for me*  *-lights+ look*  *-clapping*  *-talking quietly until the class is silent* |
| *I: forgot to tell students about what I expect and what they are supposed to do* | *My AT reminded the students for me* | *We have decided it would be a good idea to make a checklist for each lesson that I teach until I can remember everything to tell the students* |
| *E: Getting all the students to participate* | *I made sure that I wasn’t asking the same students every time, and allowed for appropriate wait time* | *Keep doing this!* |

**\*\*note: I taught this class after a presentation about high school, which explains why the first class was quiet and behaved, while the second class (after the presentation) were very talkative!\*\***